

Idaho School for the Deaf and the Blind
Policies and Procedures
Section: 1200
Subsection: Graduation Requirements

Revised June 05

Reference: Idaho Code 08.02.03-010, 104, 105, 107, 109

Purpose: To establish graduation standards at ISDB.

Policy:

Kindergarten Curriculum

Kindergarten curriculum will be established at the local level.

Core of Instruction Grades 1 – 12

Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of ISDB's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled and students with other disabilities.

At appropriate grade levels, instruction will include but not be limited to the following:

- a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling and listening.
- b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- c. Science will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences.
- d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Elementary Schools (Grades 1-6)

Other required instruction for all students and other required offerings of ISDB are:

Fine arts (art and music)
Health (wellness)
Physical Education (fitness)

Additional instructional options as determined by ISDB. For example:

Languages other than English
Career Awareness

Middle/Junior High Schools

No later than Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward

Idaho School for the Deaf and the Blind

Policies and Procedures

Section: 1200

Subsection: Graduation Requirements

Revised June 05

meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

Other required instruction for all students:

Health (wellness)

Physical Education (fitness)

Other required offerings of ISDB:

Family and Consumer Science

Fine & Performing Arts

Vocational-Technical Education

Advisory Period (middle school only, encourage in junior high school)

Exploratory (middle school only)

Graduation from High School

Graduation from ISDB requires that:

- 1) Credit Requirements. All students will demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year.
- 2) Achievement Standards. All students will meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures.
- 3) Proficiency (Effective January 1, 2006). All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the State Board of Education (SBE) for review and information.
 - a. Before appealing to SBE for an alternative measure, the student must be:
 - I. Enrolled in a special education program and have an Individual Education Plan (IEP), or
 - II. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or
 - III. Enrolled in the fall semester of the senior year.
 - b. The measure must be aligned at a minimum to tenth (10) grade state content standards;
 - c. The measure must be aligned to the state content standards for the subject matter in question;
 - d. The measure must be valid and reliable; and
 - e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance.

High School Graduation Standards (Effective July 1, 2000).

The State minimum requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the SBE is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the SBE to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons.

1. Secondary Language Arts and Communication.
Nine (9) credits required with instruction in communications including oral communication and technological applications. Includes four (4) years of instruction in English - each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement.
2. Mathematics and Science. Eight (8) credits required with a minimum of four (4) credits in math and four (4) in science, two (2) of which will be laboratory sciences. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
3. Social Studies. Five (5) credits required, including government (two (2) credits), U.S. history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, not to be counted as social studies requirement.
4. Humanities. Two (2) credits required. A course in interdisciplinary humanities, visual and performing arts, or foreign language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards.
5. Health/Wellness. One (1) credit required. A course focusing on positive health habits.
6. Assessment. A proficient or advanced score on the ISAT. The requirement will be phased in providing the following exemptions for classes in 2006 and 2007.
 - a) **Class of 2006.**
 - I. The student took the ISAT and was within six (6) Rasch Units (RIT points of proficiency).

Idaho School for the Deaf and the Blind
Policies and Procedures
Section: 1200
Subsection: Graduation Requirements

Revised June 05

- II. The student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math.
- III. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test;
- IV. The student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) years or less;
- V. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the SBE, measure skills at the tenth (10) grade level or above and be in comparable subject areas to the ISAT; or
- VI. The student may appeal for another measure approved by the SBE as outlined in Subsection 105.03.

b) Class of 2007.

- I. The student took the ISAT and was within three (3) RIT points of proficiency;
- II. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended for the test;
- III. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less;
- IV. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the SBE, measure skills at the tenth (10) grade level or above and be in comparable subject areas to the ISAT, or
- V. The student may appeal for another measure approved by the SBE as outlined in Subsection 105.03.

c) Class of 2008 and Subsequent Classes

- I. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the SBE, measure skills at the tenth (10) grades level or above and be in comparable subject areas to the ISAT; or
- II. The student may appeal for another measure approved by the SBE as outlined in Subsection 105.03.

Idaho School for the Deaf and the Blind
Policies and Procedures
Section: 1200
Subsection: Graduation Requirements

Revised June 05

Special Education
Diplomas and Graduation

ISDB shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school student is eligible for special education, the student is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first.

Grading System

The school year is divided into four (4) nine-week (9) grading periods (quarters). Secondary students receive a mid-quarter report that identifies current performance level(s) in varying classrooms. Grading is on a nine-week basis. A student's grade is based on several factors that include a variety of demonstrations of performance, including the following: textbook assignments, oral and written performances, presentations, technology-based products, participation, and other criteria identified for special projects. Semester grades determine whether a student receives credit for required and elective classes. A student receives one (1) credit for passing each class during a semester.

Revised/Approved – June 2005
Harvey W. Lyter III, Interim Superintendent